DOCUMENT RESUME

ED 115 499 SE 019 929

AUTHOR	Scott, D. Lloyd; Magnoli, Michael A.
TITLE	A Guide to Campus Improvement and Beautification.
INSTITUTION	Mobile County Public Schools, Ala.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	[75]
NOTE	20p.
AVAILABLE FROM	Dr. Michael A. Magnoli, Coordinator, Environmental Education, Mobile County Public Schools, P.O. Box 1327, Mobile, Alabama 36601 ($1.00)
EDRS PRICE	MF-$0.76 HC-$1.58 Plus Postage
DESCRIPTORS	*Campus Planning; Environmental Criteria; *Environmental Influences; Facility Guidelines; *Facility Improvement; Physical Environment; School Environment; *School Improvement; *School Planning
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

This guide outlines a program for creating and maintaining an aesthetically pleasing school environment. The improvement program consists of these steps; set the notion into motion, secure administrative approval, establish a planning committee, prepare a statement of purpose, evaluate present situation, identify resources, potential projects, implementation, and follow-up. The guide also includes a bibliography on school site improvement and a school site inventory and evaluation form. (MR)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED115499

A GUIDE TO CAMPUS IMPROVEMENT AND BEAUTIFICATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SE 019 929

MOBILE COUNTY PUBLIC SCHOOLS
Mobile, Alabama 36601

A GUIDE TO CAMPUS IMPROVEMENT AND BEAUTIFICATION

Prepared by
D. Lloyd Scott and Michael A. Magnoli

MOBILE COUNTY PUBLIC SCHOOLS
P. O. Box 1327
Mobile, Alabama 36601
(205) - 438-6011, ext. 460

Funded by
Project COPEE
(A Conceptually Organized Program
in Environmental Education)
ESEA, Title III
1975

TABLE OF CONTENTS

		Page
I.	INTRODUCTION	1
II.	NINE STEPS TO CAMPUS BEAUTIFICATION	2
	Step 1: Set the Notion into Motion	2
	Step 2: Secure Administrative Approval	2
	Step 3: Establish a Planning Committee	2
	Step 4: Prepare a Statement of Purpose	3
	Step 5: Evaluate Present Situation	3
	Step 6: Identify Resources	3
	Step 7: Potential Projects	5
	Step 8: Implementation	6
	Step 9: Follow-up	7
III.	CONCLUDING REMARKS	7
	APPENDIX A - Selected Bibliography of Materials for School Site Improvement and Beautification	8
	APPENDIX B - School Site Inventory and Evaluation Form	11

INTRODUCTION

One of the major concerns of school planners and administrators is the condition and appearance of the school's physical plant and grounds. This guide has been developed to assist school personnel with projects aimed at creating and maintaining an attractive and functional school environment.

A well planned and maintained campus offers much more than aesthetic pleasure. It can significantly enhance the educational opportunities of the student and is extremely important to the total vitality of the school program. A school's atmosphere and morale are often molded by its physical appearance. Students, teachers, and community members have an opportunity, through campus beautification, to work together for the benefit of all. The sense of pride resulting from their accomplishments helps to build cohesiveness within the school and strengthens ties between the school and community.

Any group wishing to initiate a program in campus improvement and beautification may find this guide helpful. It is structured in such a way as to allow maximum flexibility in its application. One may wish to follow the outline step-by-step or modify it to meet the needs of a specific situation. By way of illustration, suggestions are made as to specific activities that can be incorporated into a program and resources are identified that will assist in carrying out the activities.

Appendix A is a bibliography of printed material dealing with school site planning. This bibliography should be considered a valuable resource to draw from when developing a program for your school. Many of the more comprehensive publications are identified by an asterisk and can be obtained by contacting the Environmental Education Office of the Mobile County Public Schools, at 438-6011, ext. 460.

II. NINE STEPS TO CAMPUS BEAUTIFICATION

Below are nine steps designed to help you with the planning, implementation, and maintenance of an improvement program for your school.

Step 1: SET THE NOTION INTO MOTION

The idea of campus improvement may exist in the minds of many individuals associated with your school, but the idea alone will not get the job done. Someone has to take the initiative to get the ball rolling. Start by discussing a project of this type with various people in your school and see if enough interest can be generated to seriously begin a planning phase.

Step 2: SECURE ADMINISTRATIVE APPROVAL

If sufficient interest is shown in campus improvement, approach the appropriate administrative official(s) for permission to begin the planning phase. To assist in obtaining approval, provide them with this guide and any other publications on site development and improvement that you feel are appropriate.

Step 3: ESTABLISH A PLANNING COMMITTEE

A. Committee Composition

Selection of the Planning Committee is extremely important to the success of the program. Membership selection should be handled with careful thought and consideration, probably by the principal or with his direct assistance. Students, faculty, administrators, custodial staff, parents, and community resource people should all be included on the Committee. Selection of the committee chairperson is especially critical. This individual should be a dynamic leader whose energy is surpassed only by his/her enthusiasm.

B. Committee Responsibility

The Planning Committee should be the functional unit of the program.

The Committee should be responsible for identifying the plan of action, and directing its implementation.

Step 4: PREPARE A STATEMENT OF PURPOSE

The Planning Committee will frequently be asked during the beginning stages what it is that they wish to accomplish. It can prove very helpful to have, in writing, an explanation of the overall goals and objectives of the program. This does not have to be a lengthy document. A concise paragraph or two stating what you wish to do and how your efforts will influence the quality of the school and community would most likely be sufficient.

Step 5: EVALUATE PRESENT SITUATION

A. Secure Necessary Maps of Area

It is important that you become thoroughly familiar with on-site characteristics and topographic features of the area. Check with the original contractor, City Hall, Corps of Engineers, Soil Conservation Service, and the School Board for assistance in obtaining these maps. They will prove very helpful when plotting trouble areas and planning projects.

B. Inventory the School Site and Identify Problem Areas

The characteristics of the present school site must be compiled before further steps can be taken to improve the situation. Appendix B contains an evaluation instrument which may prove helpful in gathering these data. Remember that picture records of problem areas will facilitate your planning.

Step 6: IDENTIFY RESOURCES

A wealth of resources exist inside and outside of the school that can assist you with your program and insure its success. It is very important that you identify these resources early in order to benefit fully from them.

Below is an outline which suggests a variety of areas in which these resources can be found. You should expand the list to include specific names of people and organizations that apply to your situation.

Potential Resources

A. Local school (including other schools in the system)

1. Personnel
   a. Principal, assistant principal(s)
   b. Teachers
   c. Staff (custodial, maintenance, etc.)
2. Students
   a. General student body
   b. Student Council
   c. Student clubs (Key Club, Letter Club, Science Club, etc.)
   d. Science classes
   e. Vocational classes (shop, horticulture, home economics, etc.)

B. Central Office of School Board

1. Supervisors
2. Resource teachers
3. Forester
4. Director of Planning and Construction
5. Environmental Education Staff

C. Community

1. Parents
   a. General parent population
   b. PTA membership
2. Clubs
   a. Garden clubs
   b. Local Audubon Society
   c. Service clubs (Civitan, Kiwanis, Lions, etc.)
3. Local Business and Industry
   a. Chamber of Commerce
   b. Florists
   c. Hardware stores
   d. Building supply companies
   e. Nurseries
4. Churches

5. Government agencies

   a. County Agricultural Agent
   b. Soil Conservation Service
   c. Agricultural Experimental Station
   d. City and county officials (Mayor, Commissioners, etc.)

Step 7: POTENTIAL PROJECTS

Your plan for improvement and beautification will include one or more projects, depending on the needs and present state of your campus. Below are several suggestions, some of which may be applicable to your school. This list is by no means exhaustive. You will probably have many additional ideas of your own. Keep your resource outline in mind as you review this list. Consult and utilize those resources that will be most helpful in developing and carrying out the project you select for implementation.

SUGGESTED PROJECTS

A. General clean-up

   1. School grounds

      a. Pick up trash
      b. Mow and border lawn
      c. Trim hedges
      d. Provide adequate trash disposal facilities

   2. School buildings

      a. Surface cleaning (windows, walls, doors, etc.)
      b. Replacement of surface structural features such as molding, shingles, shutters, etc.
      c. Painting
      d. Interior decorating

B. Landscaping (including erosion-control)

C. Playground improvement (including recreation equipment)

D. Gardening (horticultural and/or agricultural) - flower beds, outdoor and indoor gardens, wildlife food plots, etc.

E. Develop a campus nature trail or nature center.

F. Composting center using garbage from cafeteria, paper, leaves, grass clippings, etc.

G. Construct and erect bird houses and wild animal feeders.

H. Plan and establish a recycling center for paper, glass, and metals.

Step 8: IMPLEMENTATION

It is now time to put your plan into action. You should have gathered enough information at this point to know what you wish to do. You should now be concerned with how to do it. The following steps will serve as a systematic approach to accomplishing your objectives:

1. Put your specific project goals into writing: What do you hope to accomplish? When do you plan to be finished? Etc.
2. Invite resource people to visit your campus and suggest ways of accomplishing project goals.
3. Take "before" pictures of area.
4. Outline your project step-by-step and include a budget estimate.
5. Obtain project approval from appropriate school officials.
6. Divide project into areas of responsibility.
7. Recruit volunteers.
8. Assign specific responsibilities to project personnel.
9. Conduct fund raising drives if funds are required.
10. Set deadlines on each step of project.
11. Select project work date(s) and alternative "raindates".
12. Notify public servants (fire, police, sanitation departments) of any assistance needed.
13. Contact local resource people for any assistance that they can offer on specific work dates.
14. Notify the news media of your project.
15. Identify and obtain equipment and materials necessary for project.
16. Arrange for student or community groups to provide refreshments for volunteers.
17. Credit any contributor for donating supplies or services.
18. Take "after" photos and organize a public display comparing the "before" situation with what you have accomplished.

Step 9: FOLLOW-UP

This phase of program planning is often given token attention or overlooked completely. Unfortunately, this can lead to program failure. A properly planned program must include a sound follow-up phase.

First, write "thank you" notes to all volunteers (a good project for students). These people will remember this courtesy if called upon again, and it will help foster the type of positive support that you need in the "school community."

Determine the continuing maintenance needs of your project site and devise a plan to meet these needs. If this is not done, all that you have accomplished may deteriorate in just a few months.

Finally, make a final evaluation of the project's effect on your school and its educational program. This will serve to remind others of the importance of what you have done.

III. CONCLUDING REMARKS

Hopefully, this guide has helped you establish a campus environment that is both beautiful and educationally functional. The Mobile County Public Schools Environmental Education Staff urges you to submit any comments, criticisms, or suggestions to our office. This will help us tremendously to keep this guide accurate and up to date. We would also appreciate receiving a copy of any completed campus improvement plan. These will be housed in our Environmental Education Resource Materials Center and used for reference material.

APPENDIX A

Selected Bibliography of Materials
for
School Site Improvement and Beautification

SELECTED BIBLIOGRAPHY OF MATERIALS
FOR
SCHOOL SITE IMPROVEMENT AND BEAUTIFICATION

Abraham, George. "Green Thumb Garden Handbook." 1961. Prentice-Hall, Inc., Englewood Cliffs, NJ 07632. ($7.95)

Ashbaugh, Byron L. "Planning a Nature Center." 1966. National Audubon Society, Nature Center Planning Division, 950 Third Ave., New York, NY 10022. ($2.00)

_____. "Trail Planning and Layout." Nature Center Planning Division, National Audubon Society, 950 Third Ave., New York, NY 10022. ($3.00)

Bennett, Eleanor H. "School Site Development for Conservation and Outdoor Education." 1972. Pennsylvania Department of Education, Box 911, Harrisburg, PA 17126.

Betros, Harry F. "Understanding Schoolyard Ecology: A Manual for Teachers and Youth Leaders." 1974. (An exposition-Banner Book). Exposition Press, Inc., 50 Jericho Turnpike, Jericho, NY 11753. ($5.50)

Better Homes and Gardens Editors. "Better Homes and Gardens Handyman Book." 1970. Bantam Books, Inc., 666 Fifth Ave., New York, NY 10019. (pap. $1.25)

Branard, Alanson D. "Handbook for School Custodians. 5th rev. ed." 1961. University of Nebraska Press. 901 N. 17th St., Lincoln, NB 68508. (pap. $2.50)

Brett, Walter S. "Planning Your Garden." Sportshelf and Soccer Associate., P. O. Box 634, New Rochelle, NY 10802. ($6.00)

Bromerd, John. "Outdoor Environments." Broad Press Book Press, Bennington, VT 05201.

_____. "Promoting Natural Areas at School Sites." Broad Pres Book Press, Bennington, VT 05201.

Brown, June S., and Wilson, Russell E. "School Can Be Green Islands" 1965. Michigan Educational Journal, XLII (April, 1965).

*Bruning, Walter F. 1966. "The School Site -- Its Selection, Analysis, Developments, and Maintenance." EDRS ($1.32)

Bush, Phyllis S. "Seven Steps for Developing an Outdoor School Area for Teaching Science - Conservation." Project SPRUCE (Operated through Title III ESEA). Box 96A, Pine Plains, NY 12567.

*By-du Von, Jay. "The Campus Landscape." 1966. American Education, Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402. ($.15)

*Copies available from the Mobile County Public School Environmental Education Project, 438-6011, ext. 460.

Cohen, Michael J. "Our Classroom is Wild America." 1974. (An Exposition University Book). Exposition Press, Inc., 50 Jericho Turnpike, Jericho, NY 11753. ($6.00)

Collier, Dale. 1967. "Site Planning with Nature." Michigan School Board Journal. (April, 1967).

*Environmental Science Center. "Planning Guide for School Sites." Environmental Science Center, 5400 Glenwood Ave., Golden Valley, MN 55422.

Hand, Jackson. "Complete Book of Home Repairs and Maintenance." 1971. Harper and Row Publishers, Inc., Scranton, PA 18512. ($8.95)

*Michigan Department of Education. 1963. "A Checklist on Better Uses for School Sites" The Michigan Department of Education, Lansing, MI 48902.

Michigan Department of Education. "The Community School Site - A Laboratory for Learning." (NEDA Title III, Bulletin 314). The Michigan Department of Education, Lansing, MI 48902.

*Miller, Peggy L. 1969. "Outdoor Creative Play Areas." The American Association for Health, Physical Education, and Recreation. National Educational Association, 1201 16th Street, N.W., Washington, DC 20036.

*Mobile County Public Schools. "Recycling Outlets Accessible to Mobile County Residents." Mobile County Public Schools, Office of Environmental Education. P. O. Box 1327, Mobile, AL 36601.

Neal, Armita. "HELP! For the Small Museum: Handbook of Exhibit Ideas and Methods." 1968. Pruett Publishing Co., Box 1560-A, Boulder, CO 80302.

New Jersey State Department of Education. "School Sites: Selection, Development, and Utilization." 1973. State Department of Education, 225 West State Street, Trenton, New Jersey 08625. ($1.00) Checks payable to the Commissioner of Education.

Ontario Department of Education. "Principles of Site Development: Elementary Schools K-6." 1973. Ontario Government Book Store, 88 - Bay Street, Toronto, Ontario M5S 128 ($2.00 payment must accompany order, checks) payable to Treasurer of Ontario).

*Rotunno, Noredo A., Stelling, A. Carl. "The School Site and Development of School Grounds." 1960. New York State Department of Education, Albany Division of School Buildings and Grounds; State University of New York, Albany.

Schmertz, Mildred, ec. "Campus Planning and Design." 1972. McGraw-Hill Book Co., 1221 Ave. of the Americas, New York, NY 10036. ($16.50)

Shomon, Joseph J.; Ashbaugh, Byron L.; and Tolman, C.D. "Wildlife Habitat Improvement." 1969. National Audubon Society, Nature Center Planning Division, 95- Third Ave., New York, New York 10022. ($2.50)

Simonds, John O. "Landscape Architecture, An Ecological Approach to Environmental Planning." 1961. New York: McGraw-Hill Book Company.

Taylor, James L. "School Sites, Selection Development, and Utilization." 1958. U. S. Department of Health, Education, and Welfare, Bulletin No. 7, U. S. Government Printing Office, Washington, DC.

*Tennessee Valley Authority. "Use that Campus." Tennessee Valley Authority, Information Office, 333 New Sprankle Bldg., Knoxville, TN 37902.

_____. "Trails Handbook." U. S. Department of Agriculture, Forest Service, Washington, DC 20250.

*U. S. Department of Agriculture, Soil Conservation Service. "The Community School Site." A Laboratory for Learning. March 1970. U. S. Department of Agriculture, Soil Conservation Service, 2020 Milvia St., Berkeley, CA 94704.

_____. "Outdoor Classrooms on School Sites." (PA-975). January 1972. U. S. Government Printing Office, Washington, DC 20402. (Stock No. 0100-1458 price 25 cents).

_____. "Environmental Education: Reference Sources for Development of Programs and Sites." Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402. (.60)

Vogel, Charles. "Trails Manual." 1968 and 1971. Equestrian Trails, Inc., P. O. Box 2086, North Hollywood, CA 91602.

*Vogt, Carl. "School Site Selection and Outdoor Classrooms." 1971. Minnesota Environmental Science Foundation, Inc., 5400 Glenwood Ave., Minneapolis, MN 55422.

Weaver, Richard L. "Manual for Outdoor Laboratories." 1959. Interstate Printers and Publishers, Inc., 19-27 North Jackson Street, Danville, IL 61832.

Werling, Donn Paul. "Environmental Education and Your School Site." 1973. Open Lands Project, 53 West Jackson Boulevard, Chicago, IL 60604 ($3.00)

*Wert, Jonathan M. "Developing Environmental Study Areas." 1974. Environmental Education Section, Division of Personnel, Tennessee Valley Authority, Knoxville, TN 37902.

Whitman, Roger C. "First Aid for the Ailing House." 5th ed. 1958. McGraw-Hill Book Co., 1221 Ave. of the Americas, New York, NY 10036. ($16.50)

APPENDIX B

School Site Inventory
and
Evaluation Form

SCHOOL SITE INVENTORY
AND
EVALUATION FORM

School _____

State _____ County _____

SCHOOL TYPE: Elementary _____ Middle _____ High _____ Other ____

GRADES INCLUDED: _____ TOTAL ENROLLMENT: _____

ESTIMATE IN PERCENT THE USE OF THE TOTAL SITE:

1.	Building, parking, roads, sidewalks	
2.	Formal lawns and landscaped areas	
3.	Play areas - athletic fields, tennis courts, swings, blacktop	
4.	Athletic areas - football fields, etc,	
5.	Undeveloped or unused area with improvement potential	
6.	Other (be specific)	
		100%

CONDITION OF BUILDINGS (describe in general terms) _____

_____

_____

CHARACTERISTICS AND CONDITIONS OF GROUNDS

1. Soils (describe types and condition; plot any erosion or unusual surface features such as bolders, bed rock, etc.)

_____

_____

2. Grass (describe condition and plot extent on base map)

_____

_____

3. Trees (condition and density, plot on map)

_____

_____

4. Landscaping Scheme (indicate kinds of ornamental plants used and their condition, plot on base map)

5. Recreational Areas (list types and describe condition, plot on base map)

6. Sidewalks, parking lots, and paved areas (describe condition and plot location on base map)

7. Disposal Facilities (check supply of trash cans and plot on map; describe condition)

8. Wildlife (species and abundance)

9. Streams, lakes, or ponds (type and significance)

POTENTIAL FOR IMPROVEMENT

1. Does improvement and beautification appear feasible?

_____Yes ____No

Explain_____

2. Special Problems_____

3. Limitations_____

4. Suggested Facilities to be Constructed _____

EVALUATION, COMMENTS, AND RECOMMENDATIONS:_____

REFERENCE (persons and records consulted in obtaining above information and location of maps and pictures):

SURVEY CONDUCTED BY:

Name of Reporter(s)	Position	Date Of Report	Date of Field Survey